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ABSTRACT

A future-oriented model for faculty development and inservice education is based upon expanded collaboration and cooperation of teacher education institutions and school divisions, to the extent that preservice and inservice programs are blended into one continuing process. The School of Education at Radford University (Virginia) is in the process of implementing this model in three phases. First, the model's foundation must be based on established relationships among the teacher education institution and the school divisions it serves. Secondly, specific strategies must be implemented to assure meaningful results, expanded dialogue, and collaboration regarding both preservice and inservice programs. Finally, all cooperating institutions must recognize and have opportunities to benefit from the interchange of resources for the mutual benefit of all. This program will provide freshmen with field experiences which would enable them to determine if their interest in education merits continued professional pursuit and, if so, to help them decide upon specific subject areas or levels for later certification. Students will be encouraged to gain broader experience by observation/participation in non-school agencies. (JMK)

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A MODEL FOR COLLABORATIVE INSERVICE EDUCATION

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School of Education Mission Statement

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the Commonwealth. The pervasive commitments of the institution are to teaching and student learning, to the widespread participation of the faculty, students, and staff in the affairs of the institution, and to a demonstrated willingness to change.

As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research, and creative activity. The School of Education has a special responsibility in serving the Commonwealth through support of Virginia's educational institutions.

The Radford University School of Education recognizes the importance of education in American society. We understand and appreciate the extent to which schools serve as a tool in preserving the culture by transmitting knowledge, appreciation, and ideals which help to foster our way of life. In order that our social system might be preserved and improved, we see education as the primary means through which our youth are prepared for the stewardship of our society.

Our mission is to foster our evolving social system through excellent preparation of professional educators. Recognizing that we live in a diverse and multifaceted society, we see a need for educational programs that offer variety and diversity. We recognize that society is in constant change; thus we seek to move to the forefront in educatical innovation. In addition to redesigning and restructuring what is already being done, we seek to create new approaches as yet untried and untested, allowing room for experimentation and trial and error in our endeavors.

Our mission requires that we look to the future with energy, optimism, and courage in being as bold, original, and daring as the educational challenges that confront us in our identity as a free people.

More specifically, our mission includes the development of educators who think critically and synthesize activities as:

1. Free persons responsible in a free society to:
    a. Provide students with a liberal education so as to acquaint them with the breadth and depth of human

knowledge, values, and behavior.

b. Enable each learner to undertake the development and refinement of a personal philosophy and value system, and to begin to understand experimentation, research, and study so as to further knowledge in areas of needed competency.

c. Encourage learners to become "thinkers" and "doers," rather than just "producers."

d. Be cognizant of social and political problems within the context of schools and the wider educational community.

2. Professional technicians to:

a. Assist all students to gain greater personal understanding as a basis for his/her professional education.

b. Prepare the student in a wide range of performance and subject matter competencies related to his/her professional role.

c. Enable all students to undertake systematic and continuing field experiences in a variety of educational settings.

d. Provide a facilitating academic, experiential, and research environment to develop educational innovators and leaders.

e. Prepare preservice and inservice educators beyond what has traditionally and historically been "teacher education," so as to (1) ensure additional program components, and (2) expand our commitments to field center concepts, multicultural education, special education, community-based education and adult learners, and faculty-staff opportunities.

f. Prepare prospective teachers to make successful beginnings in their teaching careers, as endorsed in Virginia, or as accepted for reciprocity in other states.

g. Provide service and leadership to school systems in developing new programs of instruction and staff development.

h. Conceptualize and analyze educational problems.

i. Assist all students competently in learning <u>how to learn</u>.

3. Leaders in renewal of a more civilized society to:

   a. Provide all students with a new, future oriented approach to teaching and learning.

   b. Provide in-depth preparation through advanced study and degrees for positions of service and leadership in public education.

   c. Acquire a sensitivity to the personal and cultural crisis of today's and tomorrow's society.

   c. Develop new roles for the field of education as needed by all institutions, including traditional school agencies.

A Model for Collaborative Inservice Education

The relationship which commonly exists between a teacher education institution and the school divisions located within that institution's service area can usually be depicted as follows:

1. The school divisions cooperate by providing the necessary resources to support the field based activities of the teacher education program.
2. The teacher education institution provides resources and services to support the inservice education needs of the schools.

The fact that this pattern has existed (persisted?) so long does not constitute sufficient evidence to allow it to continue unchanged. Contemporary ideas regarding "the education of educators" in the future are not consistent with this more or less traditional pattern. Rather, one of the more exciting future-oriented models for faculty development and inservice education is based upon the expanded collaboration and cooperation of teacher education institutions and school divisions to the extent that preservice and inservice programs are blended into one continuing process! At the present time, the School of Education at Radford University is in the process of implementing this model in three phases:

Phase I - The foundation of the model must be composed of established relationships between and among the teacher education institution and the school divisions it serves. These relationships must be characterized by honestly, candor, and mutual trust. The continuous emphasis on field services and collaboration on grants and other projects at Radford have resulted in the development of such relationships.

Phase II - Once cooperative relationships are established, specific strategies must be implemented to assure meaningful results, expanded dialogue, and collaboration regarding both preservice and inservice programs. The delivery of special inservice courses designed by school personnel, the scheduling

of student teaching conferences, the organization of the Dean's Advisory Council, providing facilities and support for the Professional Development Center, and similar activities have been significant in this regard.

Phase III - All cooperating institutions must recognize and have opportunities to benefit from the interchange of resources for the mutual benefit of all. At the present time, this phase is being implemented in two stages at Radford:

1. Teaching load equivalencies have been determined to permit faculty from the School of Education to fulfil their contractual obligations to the University by providing meaningful services to the schools and/or school division. During this quarter, for example a professor who has had past experience in the reorganization of a public school division is working with the central administration of a local school division which is in the midst of a similar project. This service is provided at no cost to the school division.

2. The second stage of this phase will occur in the near future. This will involve what has been identified as the "Teacher/Professor Exchange Program." The potential contributions of inservice teachers providing instruction in preservice methods courses are exciting, to say the least. Likewise, the professors who will go into the schools to replace these teachers will gain experiences and information which will be of inestimable value to their work with teacher education students.

Naturally, there are numerous benefits which can be derived from the implementation of this model. However, possibly the most significant reward will be the realization that teacher educators and inservice teachers/administrators must present a unified front in order to respond to the challenges of education in the future.

In order to effectively implement these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change but also insure the acquisition of leadership personnel that can support and are willing to defend these concepts. Without a philosophical commitment on the part of those parties involved and an environment that facilitates growth, teacher education will never reach its fullest potential regardless of whatever financial support is present.

Good teaching is both an art and a science. Schools of education cannot effectively insure the attainment of both general and specialized competencies by the prospective teacher without his/her feeling both adequate and enthusiastic toward the goal of becoming a "quality" teacher. Research has consistently supported the fact that extended field experiences in educational settings contribute positively to teaching success.

This program will provide freshmen immediate entry into the schools

enabling them to determine if their interest in education merits continued professional pursuit and, if so, to help them to decide upon specific subject areas and/or levels of teaching for later certification within the program of teacher training. Students will be encouraged to gain broader experience by observation/participation in non-school agencies; e.g. day care centers, nursery schools, special training centers, etc.

The purpose of the program is threefold:

(a) to broaden the student's understanding and perspective of the educational process through logged observations;

(b) to enable the professionally interested student to better define his/her subject matter and/or grade level areas of specialization; and

(c) to provide a practical and tangible framework to reference for subsequent course work in the liberal arts and professional education.

The intent of the program will be to permit freshmen and sophomores an opportunity to gain greater insight concerning teaching as a career. Each student will be expected to:

(a) attend regular lectures each week for ten weeks;

(b) maintain an Observation Log which will include at least a 100-word analysis/description of each activity; and

(c) consult regularly with the university supervisor.

Freshmen will be encouraged to engage in observation and participation activities which include but are not restricted to the chosen major. A minimum of 25 clock hours of field based experiences will be required of each freshman student; a minimum of 40 clock hours, for each sophomore.

The university supervisor will be responsible for preparing the class lectures, and will serve in a continuing role as advisor to the assigned students.

Identified exit skills which students should possess upon completion of this program include the following:

(a) an on-site understanding of teaching style and learning behavior--and the range of abilities involved;

(b) an insight into the need for the presence of cognitive, socio-affective, and psychomotor behavioral objectives in lesson preparation and implementation;

(c) an appreciation for the cultural, social, ethnic, and economic pluralism of student clientele; and

(d) a better assessment of their own professional goals, standards, teaching aptitude, expectations, and suitability for a teaching career.

Student Teacher Exchange Program

The Student Teacher Exchange Program is a cooperative effort involving our School of Education, Norfolk State University, and Old Dominion University (both institutions are located in Norfolk). Students who desire to participate register at their home institution. Placement and supervision responsibilities are assumed by the cooperating institution, and students comply with the regulations of the host school. Evaluations are conducted using the forms and procedures required by the home institution.

Although exact figures are not available, one estimate is that approximately twenty of our students have participated in the program and at least twelve of these students have been employed by one of the urban school divisions.

Upon graduation, students who participate in this program will have had experiences covering a wide range of social and economic patterns. In pre-student teaching field experiences, students are placed in schools near the university campus. Consequently, they are exposed to a rural environment in contrast to the environment in the urban student teaching experience.

Another related component of this program involves the cooperative efforts of our School of Education and the West London Institute of Higher Education in London, England. Undergraduate students from Radford are provided opportunities to complete a portion of their student teaching requirement in schools cooperating with the Institute. Students live with a family in England or reside in a college dormitory during their stay. English students visit Radford University in the fall of each year for similar experiences.

A student who participates in this program may earn up to eight quarter hours of credit. These hours may be applied to the number required for student teaching in a student's program.

Undergraduate Overseas Exchange Program

The School of Education at Radford University and the West London Institute of Higher Education in Richmond-on-Thames in England have also cooperatively developed a program that will assist students at West London Institute of Higher Education and students at Radford to participate in academic and cultural programs at the host institutions.

Each Fall, students from West London Institute of Higher Education will come to Radford University for a period of one month and will be provided room and board, access to classes of their choice, professional

assistance in advising, social and cultural events, and on overall immersion in the educational, social, personal, and cultural life of Radford University in particular and Virginia in general. At a point convenient to Radford University students, an equal number of students will be allowed to attend the West London Institute of Higher Education and enroll in a program that parallels their own at Radford with no cost for tuition. As a result of this opportunity, Radford University students will not only be able to live and learn in England for a full semester but will have the opportunity to visit many of the world's great museums, churches, and art galleries as a result of the field experience components that are an integral part of many of the courses of study in British universities including West London Institute of Higher Education.

Radford University is in the forefront in international education through participation in this unique overseas exchange.

Conclusion

As we know, change occurs in education more slowly than in most other social institutions. Evidence of change has, in fact, been almost nonexistent in many quarters for a number of years, and practitioners of teacher education have been more concerned with engaging in rhetoric rather than action. Consequently, a review of the literature indicates that many attempts have been made to devise change-oriented teacher education, and most of these efforts to date have proven unsuccessful. Teacher educators must assume a posture which is open to change and, at the same time, they must be willing to make an active commitment to implementing change if viable results are to become evident.

Ravitch has stated that achieving the highest potential is "first of all a matter of setting our sights and then devising a series of small moves in the right direction....The Tao says, 'A journey of a thousand miles must begin with a single step.' We know which steps to take; our problem will continue to be--as it has always been--reaching agreement on where we want to go."

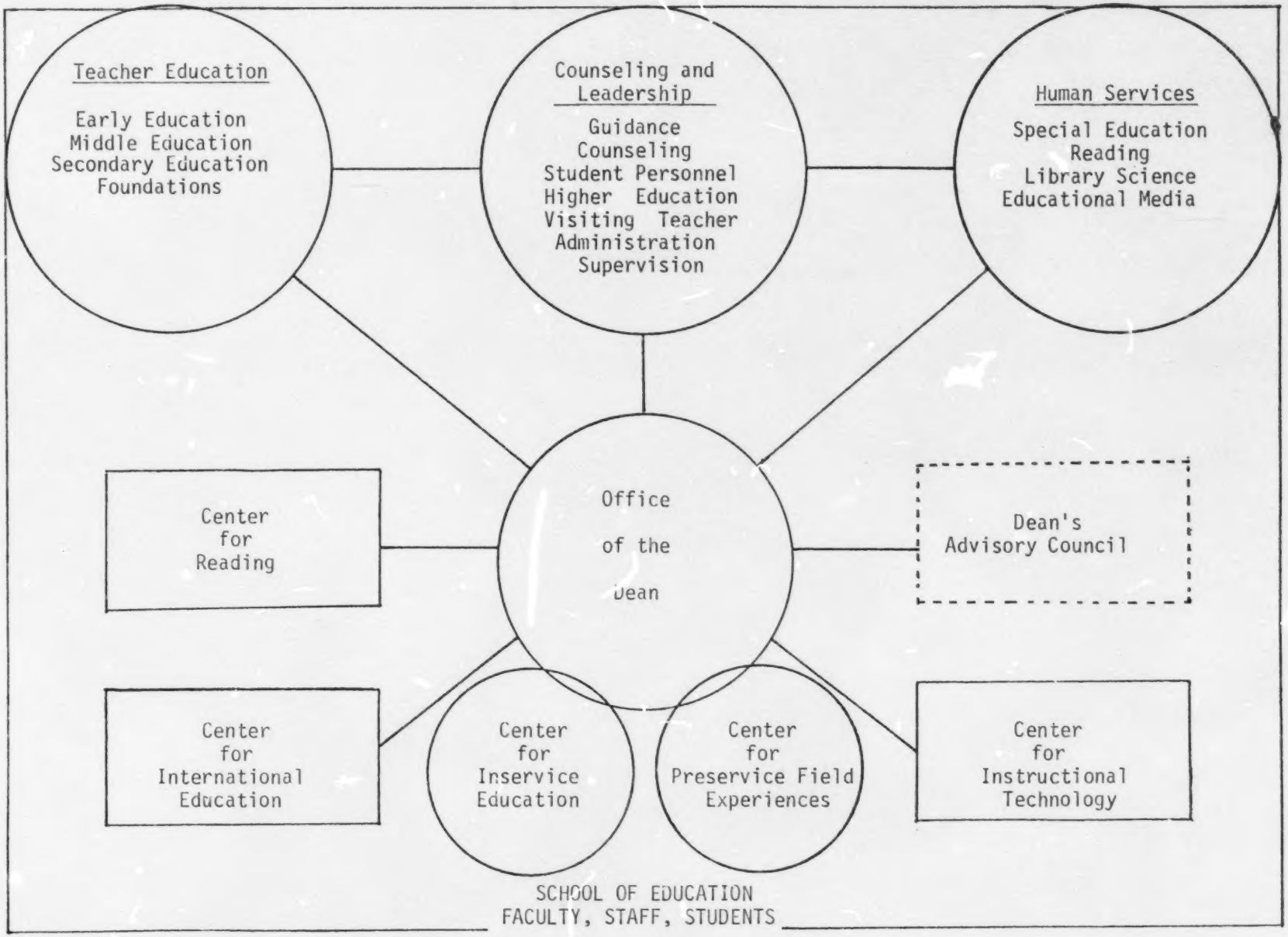
Teacher educators must come, then, to accept the fact that the delivery of programs and services through the traditional lock-step approach is no longer sufficient for present and future needs of education. Rather, what is needed is acceptance and application of the principles embodied in an approach which focuses on developing partnerships

for the collaborative delivery of preservice and inservice education. This perspective requires an amalgamation of a number of areas and publics, and this amalgamation, or integration, is absolutely essential if positive change is to occur.

Warren Bennis stated that there is no simple solution to the problems facing higher education. He continues:

> But one thing we must recognize is this: Academic leadership must develop the vision and the strength to call the shots. There are risks in taking the initiative. The greater risk is to wait for orders... This means that colleges and universities have to recognize that they need leadership, that their need is vision, energy, and drive, rather than a bland and safe figurehead.

The School of Education at Radford University has taken the first small steps toward change and has responded to the need for leadership by formulating new approaches in teacher education which focus on a collaborative management design. The faculty and administration of the School of Education at Radford University have provided tangible evidence of an open commitment to creating new learning environments and strategies as a means of responding to the realities, the rewards, and the demands of an ever-changing society.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